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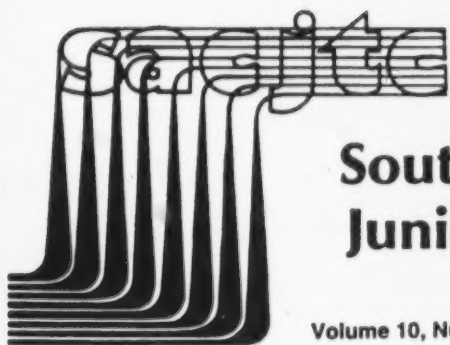
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ABSTRACT

In July 1990, the Leadership Academy was established within the Kentucky Community College System (KCCS) for the purpose of preparing the next generation of leaders within the system's 14 colleges. An eight-member advisory board, appointed by the chancellor of the KCCS, set about developing the activities of the Academy. The three goals adopted by the board included: to develop leaders for the KCCS from the ranks of the community college faculty and staff; to increase the number of women and minorities in leadership roles at all levels; and to develop a model of leadership training and networking which could be used in other states and districts. Presidents from each of the 14 colleges created their own selection process for nominating one candidate and an alternate to participate. During the first year of the Academy, the advisory board selected 20 participants. The Academy, which has just begun its second year of operation, uses an experiential learning model, consisting of the following three stages: (1) a 4-day summer institute focusing on state and national issues in education, business and government, as well as personal growth and development concerns; (2) a fall internship at the participants' home college under the mentorship of their president or dean; and (3) two fall retreats focusing on the culture, politics and problems of the region as they relate to the KCCS. Participants are required to submit written evaluations following each stage. To insure the current leadership's involvement in the project, the 14 college presidents review and advise the work of the Academy board, host the summer institute, and plan and implement the retreats. (PAA)

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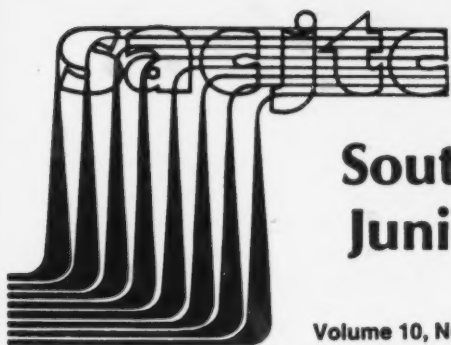
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The decision of fourteen community colleges in Kentucky to develop and initiate a Leadership Academy for the purpose of preparing the next generation of leaders should have come as no surprise to observers of national and regional trends in community college education. The 1988 report of the Commission on the Future of Community Colleges sponsored by the American Association of Community and Junior Colleges (AACJC) addressed the need to "develop creative programs aimed at preparing a new generation of community college presidents." The report also urged colleges to demonstrate a "clear commitment to provide for leadership development" using new governance models which move beyond normal departmental structures. Kentucky community colleges, for once, found themselves in the mainstream of this call for change.

In October, 1989, the thirty-six member Commission on the Future of the Kentucky Community College System released its formal report, *Community Colleges: Pathway to Kentucky's Future*. One of the major recommendations of the report was that, since Kentucky has no formal community college leadership programs, the Community College System should "implement additional leadership development activities" in order to de-

velop the next generation of leaders within the Kentucky system. Accordingly, a concept paper which had been submitted to the Futures Commission was developed into a grant proposal which was accepted by the American Association of Community and Junior Colleges (AACJC) as one of eleven initial Beacon College projects funded by the Kellogg Foundation. The Kentucky Community College System agreed to provide additional funding and the Leadership Academy was formally established July 1, 1990.

What the Futures Commission recognized as a problem in the Kentucky Community College System has been recognized by many other community colleges and districts around the country. First of all, although the Community College System in Kentucky is governed by the University of Kentucky, the University has provided no support for leadership development for higher education, in general, or for community colleges, in particular. Nor has any other Kentucky institution of higher education offering graduate studies shown much interest in providing support for community college administrators or faculty members in the twenty-five year history of the Community College System. To find leaders for a system growing by about 10 percent a year, Kentucky colleges were either sending people outside the state for training

or bringing in outside leadership when vacancies occurred at the dean or president level.

The Futures Commission also recognized that 80 percent of Kentuckians are natives. There is very little movement into or out of the state outside the metropolitan areas of northern Kentucky, Lexington, or Louisville. The commission believed that community colleges needed to develop existing local talent. If faculty and staff members already in the Community College System were to have a chance at future leadership roles, the system needed to provide some opportunity for them to explore leadership roles and to develop personal goals and objectives which would lead to those roles.

In fact, the Futures Commission accepted the challenge of leadership development so fully that the members even provided an outline of qualities and characteristics which they saw as essential for future Kentucky community college leaders. According to the commission, community college leaders should be:

1. Visionary
2. Respected in communities and able to network
3. Highly motivated with "missionary" zeal
4. Flexible, proactive, and sensitive to community needs in areas of economic development, cultural development,

- and industrial relations
5. Catalysts to promote educational success for area citizens
 6. Creators of an atmosphere where a local community college can develop to its fullest potential
 7. Superb delegators
 8. Executives steeped in vocational, educational, and renaissance values

Finally, the commission accepted and promoted the idea that the Kentucky Community College System needed to consciously and consistently provide opportunities for women and minorities, in particular, to have access to leadership development activities. Few women or minorities have ever been chosen as deans or presidents in the Kentucky system. Since women make up the majority of the faculty and the student body, the Leadership Academy was accordingly designed to give women, and minorities, full access during the selection process.

GOVERNANCE

The Leadership Academy organization and activities were developed by an eight member Leadership Academy Advisory Board appointed by the chancellor of the Community College System. The chancellor also appointed an academy director who worked with all fourteen colleges in the system in developing candidate selection criteria and programming. The academy director also was responsible for making all arrangements for the activities of the academy throughout the year.

GOALS OF THE LEADERSHIP ACADEMY

The advisory board first adopted a set of goals to guide the activities of the Leadership Academy throughout its course. The goals of the academy have not changed and are as follows:

- To develop leaders for a statewide Community College

System from the ranks of the community college faculty and staff.

- To increase the number of women and minorities in leadership roles at all levels.

- To develop a model of leadership training and networking which can be used in other states and districts.

CANDIDATE SELECTION

Candidates for the Leadership Academy came from all fourteen colleges in the Kentucky Community College System. Jefferson Community College, in Louisville, submitted candidates from each of its two large campuses. Each college president was given the task of developing a selection process for choosing a candidate and an alternate from his or her college. It was required that the selection process be put into writing and submitted to the advisory board prior to the selection of any candidate. Some college presidents involved administrative councils or faculty councils in the selection process; others did not. The selection processes were as individual as the colleges and the presidents.

The names of candidates and alternates are submitted to the Leadership Academy Advisory Board along with a letter of recommendation from the president of each college. The advisory board accepts the college's first choice candidate into the Leadership Academy. The advisory board then chooses among the alternates in order to achieve gender and racial balance in each class. The advisory board accepted a class of 20 participants during the first year of the academy and accepted a class of 17 participants for the second year.

COMPUTING

Each participant selected for the Leadership Academy is loaned a Toshiba laptop computer for the one year duration of the academy. One of the first requirements for a newly selected participant is for that per-

son to learn Wordperfect 5.1, a word processing program. The laptop computers have modems and software which allow participants to receive and send electronic mail to each other through a central computer at the Community College System office in Lexington and to communicate routinely through electronic mail with the academy director.

ACADEMY ACTIVITIES

The Leadership Academy consists of three stages of involvement and commitment. The three stage model is designed to allow potential leaders to learn, grow, and to develop within the organization, and to experience a supervised internship. The academy activities are designed to complete a cycle of experiences based on the experiential learning model. Participants take part in leadership activities which give them an opportunity for concrete experiences, reflective observation, abstract conceptualization, and active experimentation.

The initial experience for the academy participants takes place during the first week of June during the Summer Institute. The 4 day Summer Institute thus far has taken place each year at Shaker Village in Pleasant Hill, Kentucky, which is 26 miles from Lexington. Participants are provided with room and board, and a \$500 stipend for taking part in the retreat.

The Summer Institute focuses on state and national issues in education, business, and government, and on personal growth and development as well. Each day of the institute introduces new themes, new role models for leadership, new ideas, and new opportunities to discuss issues formally and informally with experts from throughout the country and the state. The setting at Shaker Village, the format of the programs, and the small size of the academy class enhance the exchange of ideas and the building of new networks among the partici-

pants and presenters as well.

Participation in the Summer Institute is vital to the development of networks among these participants who are interested in leadership in community colleges and is mandatory for all participants in the Leadership Academy. If faculty and staff determine that they cannot spend the full week at the Summer Institute, they are asked not to apply for the academy.

Generally, the participants are fully engaged in institute activities from about 7:30 a.m. until about midnight each day.

INTERNSHIPS

The second stage of the Leadership Academy begins during the fall semester. Each participant is required to develop and complete an internship at his/her college. The terms of the internship are developed mutually between the intern and president of the college and are usually a compromise between individual and institutional priorities. Interns are given release time for completing projects. Some projects require full release time; others do not. The decision is ultimately left to the president of the institution.

The purpose of the internship is to provide an opportunity for participants to engage in a supervised leadership role under the mentorship of the president or dean of the local college. The interns get an opportunity to try on leadership roles in a relatively safe environment which should help many of them make decisions about their level of interest in pursuing leadership roles in the future.

The intern is usually given opportunities to interact daily with college and community leaders. Often the intern is assigned to meet with the president's cabinet and to attend board meetings. The intern is also required to submit a progress report bi-monthly via computer and modem to the academy director. The progress reports are designed

to help the intern evaluate personal and professional progress during the internship and to synthesize the information and experience.

RETREATS

Stage three of the Leadership Academy occurs during the fall semester as well. Leadership Academy participants are required to participate in two fall retreats. Given the economic, geographic, and political division of Kentucky, the retreats are held in eastern and western Kentucky. During each retreat, the focus is on regional culture, politics, and problems. The participants explore possible solutions and community college involvement in solving problems during work sessions at each retreat.

During the first retreat in eastern Kentucky at Buckhorn State Park, participants reviewed internship projects with each other and also visited important sites such as the Hindman Settlement School, Appalshop, and the Hazard Regional Medical Center. The group also heard from local poets and musicians about the special cultural qualities of Appalachian people. During the second retreat in western Kentucky, the group heard from politicians about economic growth activities and studied the impact of farming on the development of the area.

The retreats are usually held in conjunction with a meeting of all the community college presidents and convene on Wednesday afternoon and conclude by noon on Friday. They have usually been held at a Kentucky state park because of good meeting facilities, low costs, and easy access.

WRITING COMPONENT

One of the important components of this leadership development academy which separates it from many other similar activities is the writing component which is an integral part of the experience. All participants must agree to evaluate and comment on all elements of the program in a written report which is submitted

to the academy director after the summer institute, the retreats, and the internship. The participants are asked to not only evaluate the programs but to comment on personal development as a result of the experiences in which they have been involved.

The reports are confidential and are not shared with anyone other than the academy director. The participants may or may not get feedback from the director depending on the content of the individual report and questions raised during the experience.

The writing component adds a different dimension to the leadership development experience which prevents it from being merely a social organization or network. The experiences are designed to result in some useful and important changes for participants, and the writing component allows the academy director to monitor changes and to adjust the experiences for current interns or for future participants.

PRACTICAL CONSIDERATIONS

The advisory board made some decisions early in the course of the academy which has set the tone for future gatherings. First of all, the decision was made to keep the academy as a personal and professional growth opportunity. The Kentucky Leadership Academy is not skill oriented. Participants do not learn how to do anything as a result of their experiences. Although there was an early pull in the board's discussions about the need to teach faculty how to fill out this form or review that budget, the board decided that this should remain a personal development exercise in which a decision by a faculty member not to pursue a leadership role would be a positive outcome.

Secondly, the advisory board immediately sought ways to involve the current leadership of the colleges in presenting and operating

the academy. Consequently, presidents were given the opportunity to review and advise on all of the initial formats and ground rules established by the advisory board. Local colleges, under the guidance of the president, must select candidates and alternates through a process of their own devising. Presidents act as hosts at the Summer Institute. In fact, each president usually spends at least two days at the Summer Institute in Shaker Village. Presidents plan and implement the retreats in eastern and western Kentucky. Presidents are responsible for the interns at each campus in the fall. Without the presidents' total commitment and involvement in this project, the academy would have no chance for success in meeting its goals. Since the presidents virtually run the academy, there has been tremendous commitment from each college.

Finally, the focus of the academy on using real tasks to solve real problems has served the academy and each college very well. The internships are an example of how colleges can use faculty members outside the classroom in real tasks to solve a college problem. One intern developed the first alumni association for a college. Another intern developed a public relations office for a college. The

colleges have benefited immediately from the academy as have the participants.

RESULTS

It is really too early to determine the results of the academy, which has just begun its second year of operation. Two participants from last year have moved into dean roles at their campuses this year. It would be fair to say that their visibility as leadership academy participants probably gave them an opportunity to showcase their potential. Yet, it will probably take at least five years for a good evaluation of the success of the academy. The short term evaluations from participants and presidents have been excellent. The real measure will be in the success of the academy in bringing minorities and women into leadership positions in community colleges across the Commonwealth of Kentucky. At least, there is now a highly visible and well supported effort to do just that.

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Dr. Allen G. Edwards has been president of Lexington Community College in Lexington, Kentucky, since 1986. He has also served, since 1990, as director of the Community College Leadership Academy for the University of Kentucky Community College System. Dr. Edwards has been involved in educational leadership development programs in a variety of ways through much of his career. His doctoral degree (Ph.D., Educational Administration) was earned through the Community College Leadership Program at the University of Texas, at Austin (1984). In 1990 he was named a Distinguished Graduate of that program. More recently, in 1992 he was one of three winners in the U. S. of an International Leadership Award presented by the National Institute of Staff, Organizational, and Program Development. Dr. Edwards is a member of the Commission on Colleges of the Southern Association of Colleges and Schools; he is also a member of the AACJC's Council on Urban Colleges.

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